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ABSTRACT

The characteristics of elementary teachers of music, art, and drama in 14 southern California counties are profiled. The source data for the profile were the Professional Assignment Information Forms of the California Basic Educational Data System, completed annually by every certificated employee in California's public schools. The characteristics of sex, ethnicity, educational level, years of service, type of credential, type of appointment, salary, and allotment of effort are summarized for each group of teachers and contrasted with the characteristics of general elementary teachers. Findings include the following: (1) There are few specialist fine arts teachers in elementary schools, compared to general teachers; (2) Compared to the general teachers, the specialists include more males, fewer minorities, have more advanced education, hold more credentials, are less often tenured, and receive lower salaries in the aggregate than general teachers; (3) The specialists are of about the same average age and have spent about the same number of years in educational service and in their present district as the general teachers; and (4) More music teachers than art teachers devote their full teaching effort to their specialty. (RM)

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PROFILE OF SPECIALIST TEACHERS IN ELEMENTARY SCHOOLS: FINE ARTS

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ABSTRACT

The arts are the only subject matter of elementary schooling in which instruction is commonly handled by a specialist teacher rather than the general classroom teacher. This paper profiles the characteristics of California elementary music, art, and drama teachers in SWRL's region. The characteristics of sex, ethnicity, educational level, years of service, type of credential, type of appointment, salary, and allotment of effort are summarized for each group of teachers and contrasted with the characteristics of general elementary teachers.

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PROFILE OF SPECIALIST TEACHERS IN ELEMENTARY SCHOOLS: FINE ARTS

Barry G. Bachelor

A prior paper (Bachelor, 1983) describes the characteristics of general elementary teachers in SWRL's region. Within this group, the single subject matter area of elementary schooling where the general classroom teacher is complemented by specialist teachers is the fine arts. The California Basic Educational Data System (CBEDS) includes data that permits a description of this part of the elementary teaching force. Since the absence of such specialists, often, if not typically, leads to omission of fine arts in the instructional program, the profiled information provides insights regarding "what isn't happening" as well as what is currently happening in this aspect of elementary schooling. As with the prior paper, the population for the study is teachers in the 14 Southern California counties in SWRL's region.

The source data for the profile are the Professional Assignment Information Forms (PAIF) of CBEDS completed by every certificated employee in California's public schools on a single day late in October, 1982 (i.e., Information Day). The PAIF is designed to allow school personnel to complete up to eight blocks--one for each different assignment or course taught. Itinerant teachers (i.e., persons who serve at more than one school) are instructed to complete one PAIF, at their location on Information Day, to reflect their total assignment.

For purposes of this profile, an elementary music teacher was defined as one who uses at least one of the following CBEDS course titles to designate all or part of the daily teaching assignment:

- Music (any of grade K-3)
- Music (any of grade 4-6)

- Instrumental music (any of grade 4-6)
- Vocal music (any of grade 4-6)

An art teacher was defined as one who used either of the following course titles:

- Art (any of grade K-3) or
- Art (any of grade 4-6)

And, a drama teacher was defined as one who used either:

- Creative drama (any of grade K-6)
- Classroom drama (any of grade 4-6)

This selection procedure does not necessarily sort out mutually exclusive groups of teachers. The matter of how much and in what areas these teachers concentrate their efforts will be taken up later in the report.

The number of teachers in each county who have elementary music, art, or drama as part of their teaching assignment are shown in Table 1.

TABLE 1

NUMBER OF ELEMENTRY TEACHERS BY COUNTY AND SUBJECT AREA

COUNTY	GENERAL TEACHERS	SPECIALIST TEACHERS		
		MUSIC	ART	DRAMA
Imperial	336	10	3	2
Inyo	47	3	0	0
Kern	1,094	53	3	0
Kings	194	9	4	0
Los Angeles	16,467	227	90	6
Mono	9	1	0	0
Orange	3,655	112	19	1
Riverside	1,571	42	4	2
San Bernadino	2,161	57	9	2
San Diego	2,803	49	31	4
San Luis Obispo	229	15	1	1
Santa Barbara	499	15	2	0
Tulare	800	31	2	1
Ventura	1,024	22	8	0
TOTAL	30,889	646	176	19

As can be seen from Table 1, the number of music teachers at the elementary school level far outweighs the number of art teachers and the number of art teachers far outweighs the number of drama teachers.[1] In fact, the number of elementary drama teachers is so few that the values in this paper may be unstable from year to year.

[1]For the sake of brevity, we are using terms such as "elementary music teacher" or "elementary art teacher" to refer to any teacher who teaches music (or art or drama) at the elementary school level as part (or all) of their regular teaching assignment.

Compared to general elementary teachers, the specialist teachers overall are few in numbers--two music teachers for every 100 general teachers and six art teachers for every 1,000 general teachers. The ratios vary some from county to county. For example, the ratio of general teachers to music teachers in LA County is 72.5 to 1 while in Orange County the ratio is 32.6 to 1. Overall, the ratio of general teachers to music teachers is 47.8 to 1. Other comparisons of this nature will be left to the interested reader.

Data on sex of the teacher is displayed in Table 2. Approximately three-fourths of the elementary art and drama teachers are female, while slightly over half of the elementary music teachers are male. For general teachers, the sex of the teacher is highly related to grade level (3.6% male to 96.4% female at grade 1; 36.5% male to 63.5% female at grade 6). Overall, the percentage of male teachers appears to be somewhat higher for the specialist teachers than for the general teachers.

TABLE 2

PERCENTAGES OF MALE AND FEMALE TEACHERS BY SUBJECT AREA

	SPECIALIST TEACHERS		
SEX	MUSIC	ART	DRAMA
Male	52.2	27.8	21.1
Female	47.8	72.2	78.9

The ethnicity of the three subject area teachers is shown in Table 3. These teachers are predominately white, with elementary art and drama having slightly higher proportion of minority teachers. There are disproportionately fewer Hispanic and Black teachers among the specialist teachers.

TABLE 3

PERCENTAGE OF TEACHERS BY ETHNIC GROUP AND SUBJECT AREA

ETHNIC GROUP	GENERAL TEACHERS	SPECIALIST TEACHERS		
		MUSIC	ART	DRAMA
American Indian or Alaskan Native	0.7	0.3	0.0	5.3
Asian or Pacific Islander	4.6	1.6	5.7	0.0
Filipino	0.9	0.3	0.0	0.0
Hispanic	8.0	2.8	4.0	0.0
Black, not of Hispanic Origin	10.0	4.9	5.1	10.5
White, not of Hispanic Origin	75.8	90.1	85.1	84.2

The highest educational level attained by teachers is broken out by subject area in Table 4. A vast majority of these teachers have at least a bachelor's degree plus 30 or more semester hours. Furthermore, 40% of the elementary music teachers and 47% of the elementary art teachers have a master's degree or more. By and large, the specialist teachers have had more graduate education than the general teachers.

TABLE 4

PERCENTAGE OF TEACHERS BY HIGHEST EDUCATIONAL LEVEL ATTAINED AND SUBJECT AREA

EDUCATIONAL LEVEL	GENERAL TEACHERS	SPECIALIST TEACHERS		
		MUSIC	ART	DRAMA
Doctorate	0.4	1.1	1.1	0.0
Master's Degree Plus 30 or More Semester Hours	20.4	23.5	28.4	15.8
Master's Degree	10.1	15.4	18.2	5.3
Bachelor's Degree Plus 30 or More Semester Hours	55.9	49.3	43.8	57.9
Bachelor's Degree	11.8	10.1	6.3	15.8
Less Than Bachelor's Degree	3.0	0.6	2.3	5.3

In Table 5 is shown the median age of teachers and the median years of educational service--in total and in their current district. The typical teacher of elementary art, music or drama is about 40 years old and has 12 or more years of educational experience. The specialist and general teachers are much alike in terms of these characteristics.

TABLE 5

MEDIAN AGE AND YEARS OF SERVICE IN EDUCATION BY SUBJECT AREA

AGE/SERVICE	GENERAL TEACHERS	SPECIALIST TEACHERS		
		MUSIC	ART	DRAMA
Age	41	40	40	43
Total Years of Educational Service	14	12	14	15
Years in this District	11	9	11	11

The type of teaching credential these teachers hold that is applicable to their current assignment is shown in Table 6. Table 7 displays the type of non-teaching credential. The specialist teachers tend to have a more diversified portfolio of credentials than the general teachers.

TABLE 6

PERCENTAGE OF TEACHERS HOLDING VARIOUS TYPES OF TEACHING CREDENTIALS BY SUBJECT AREA

TYPE OF CREDENTIAL	GENERAL TEACHERS	SPECIALIST TEACHERS		
		MUSIC	ART	DRAMA
Elementary/Preschool	96.8	41.4	58.5	73.7
Secondary	2.6	41.7	45.5	31.6
Designated Subject	2.2	41.7	14.2	5.3
Special Education	1.9	1.2	0.0	0.0
Other Teaching Credential	3.8	9.9	6.3	5.3

TABLE 7

PERCENTAGE OF TEACHERS HOLDING VARIOUS TYPES OF NON-TEACHING CREDENTIALS BY SUBJECT AREA

TYPE OF CREDENTIAL	GENERAL TEACHERS	SPECIALIST TEACHERS		
		MUSIC	ART	DRAMA
Administrative/Supervisory	5.1	5.3	5.7	5.3
Counseling/Psychology	0.6	0.6	1.1	0.0
Library Services	0.2	0.2	0.6	5.3
Health Services	0.0	0.0	0.0	0.0
Other Services	0.2	0.5	0.0	0.0
No Credential	2.6	2.8	0.6	0.0

As can be seen from Tables 6 and 7, most all elementary art, music, or drama teachers hold teaching credentials; few have non-teaching credentials. Furthermore, a large percentage of these teachers have secondary teaching credentials, with music teachers as likely to hold a designated subject credential as any other credential. From Table 6 it is obvious that many teachers hold multiple credentials. Specifically, 28.6% of the elementary music teachers hold more than one credential as do 22.7% of the elementary art teachers and 15.8% of the elementary drama teachers. The percentages of teachers who don't have a teaching credential are 1.2% and 2.3% for elementary music and art teachers, respectively.

The type of appointment held by these teachers is displayed in Table 8. Approximately three-fourths of the teachers have tenured positions and relatively few are long-term substitutes or temporary employees. Overall, slightly fewer of the specialist teachers hold tenured positions than the general teachers.

TABLE 8

PERCENTAGE OF TEACHERS WITH DIFFERENT TYPES OF APPOINTMENTS BY SUBJECT AREA

TYPE OF APPOINTMENT	GENERAL TEACHERS	SPECIALIST TEACHERS		
		MUSIC	ART	DRAMA
Tenured	80.1	75.2	82.0	73.7
Probationary	13.9	18.3	8.1	15.8
Long-term Substitute or Temporary Employee	3.2	5.2	7.6	2.0
Other	2.8	1.3	2.3	10.5

Mainly these teachers have full time appointments (see Table 9). The percentage of part-time teachers ranges from 5.3% for elementary drama teachers to 10.7% for elementary music teachers. These figures compare with that of less than 1% for regular elementary teachers in self-contained classrooms.

TABLE 9

PERCENTAGE OF TEACHERS WITH FULL TIME VS. PART TIME POSITIONS BY SUBJECT AREA

ELEMENTARY SCHOOL SUBJECT AREA	FULL TIME	PART TIME
Music	89.3	10.7
Art	93.8	6.3
Drama	94.7	5.3

The mean annual salary and standard deviation is shown in Table 10. These salaries do not include pay for extra duties such as coaching or

teaching summer school. The mean salary is approximately $22,242 for the entire group of teachers with lower mean salaries associated with higher variability. The general teachers tend to have a mean salary about $1,000 above and a standard deviation of $1,000 below the specialist teachers.

TABLE 10

MEAN ANNUAL SALARY FOR MUSIC, ART, AND DRAMA TEACHERS

	SALARY	
SUBJECT AREA	M	SD
Music	$22,249	6296
Art	23,288	5599
Drama	20,323	7087
General	23,010	5067

Table 11 shows the percentage of effort (based on full time equivalents) that elementary music, art, and drama teachers devote to various assignment categories. Elementary music teachers as a group devote about 87.5% of their effort to teaching music. Further, 11.7% of this effort is devoted to teaching courses at the secondary level (e.g., band). The next two largest areas of assignment effort for elementary music teachers are English (2.52%) of which 75% is at the secondary level, and other instruction related assignments (2.46%) which consist mainly of extra-instructional duties, such as homeroom, study hall, and preparation periods.

Elementary art teachers as a group devote 52.8% of their effort to teaching art, of which 9% is at the secondary level. The next two

largest areas of effort for art teacher, like music teachers, are English (10.7% with 77% at the secondary level), and other instruction related assignments (7.9%).

Elementary drama teachers as a group have the least amount of effort concentrated in any one particular assignment category. Drama/theater assignments account for 36.2% of their effort, of which only 6% is at the secondary level. English assignments account for 18.4% of their effort, which is nearly evenly split between elementary and secondary assignments. Self-contained classroom assignments account for 17% of their total effort.

In sum, there are few specialist fine arts teachers in elementary schools compared to general teachers. Compared to the general teachers, the specialists include more males, fewer minorities, have more advanced education, hold more credentials, are less often tenured and receive lower salaries in the aggregate than general teachers. The specialists are of about the same average age and have spent about the same number of years in educational service and in their present district as the general teachers. More music teachers than art teachers devote their full teaching effort to their speciality.

TABLE 11

PERCENTAGES OF EFFORT DEVOTED TO VARIOUS ASSIGNMENT CATEGORIES BY MUSIC, ART, AND DRAMA TEACHERS

ASSIGNMENT CATEGORY	SPECIALIST TEACHERS		
	MUSIC	ART	DRAMA
Non-Teaching	1.11	0.96	2.72
Self-contained Classroom	1.13	4.56	16.37
English	2.52	10.69	18.39
Foreign Language	0.15	-----	-----
Music	87.43	1.57	9.14
Mathematics	1.01	6.21	2.94
Physical Education	0.99	2.56	1.52
Science	0.28	3.12	----
Social Science	1.62	6.31	----
Art	0.26	52.84	1.52
Drama/Theater	0.67	0.58	36.18
Dance	----	----	2.72
Health Education	0.13	1.55	3.05
Special Education	0.16	----	----
Safety Education	----	0.34	----
Vocational Education	0.08	0.79	----
Other Instruction-Related	2.46	7.93	4.84

REFERENCES

Bachelor, B. G. Characteristics of Southern California elementary school teachers in self-contained classrooms (Technical Note 2-83-21). Los Alamitos, CA: SWRL Educational Research and Development, December 1983.